

# **We Are Not A Monolith:**

# **Library Outreach to Diverse Populations**

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**IDEAL '19**

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**The context of who is using a phrase, who is receiving it, in what situation, through what shared frame of reference, and with what historical underpinnings all have inexorable influence over what a phrase “means” at the time it is uttered. Case in point, a phrase chosen by a socially oppressed group of people as representative of their self-determined identity and a phrase historically used to dehumanize and discriminate against them clearly do not carry the same meaning for that group.**

Anastasia Collins

“Language, Power, and Oppression in the LIS Diversity Void,” p. 41-42

**“OF COLOR”  
IN CONTEXT**

# POWER IN NAMING

**Not naming the groups that face barriers only serves those who already have access; the assumption is that the access enjoyed by the controlling group is universal . . . Naming who has access and who doesn't guides our efforts in challenging injustice.**

Robin DiAngelo

*White Fragility: Why It's So Hard for White People to Talk about Racism*, p. xiv

**One popular example of this is the (over)use of “diversity and inclusion.” This prepackaged linguistic dyad of diversity and inclusion, while positive on the surface, is not only insufficient on its own to address barriers to equity, it also often enacts the exact opposite of what it states—promoting homogeneity and alienating difference.**

Anastasia Collins

“Language, Power, and Oppression in the LIS Diversity Void,” p. 47

**NO DIVERSITY  
IN SAMENESS**

# TELL MORE STORIES

**So that is how to create a single story, show a people as one thing, as only one thing, over and over again, and that is what they become. It is impossible to talk about the single story without talking about power . . . Power is the ability not just to tell the story of another person, but to make it the definitive story of that person.**

Chimamanda Ngozi Adichie

“The Danger of a Single Story”

# Outreach Programs

**Laura Tadena, she/her/hers**  
The University of Texas at Austin

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**What does outreach look like at your library?**

**Who creates or organizes it?**

**How is it assessed?**

**How is it valued?**

**How can it be better?**

**What does outreach for minorities look like at your library?**

**Who creates or organizes it?**

**How is it assessed?**

**How is it valued?**

**How can it be better?**



## Outreach to Underserved Populations

The [Office for Diversity, Literacy, and Outreach Services](#) (ODLOS) serves the Association by identifying and promoting library services that support equitable access to the knowledge and information stored in our libraries. ODLOS provides resources to library and information workers who serve traditionally underrepresented groups. Our outreach areas include:

- [Gay, Lesbian, Bisexual and Transgender People](#)
- [Incarcerated People and Ex-Offenders](#)
- [Older Adults](#)
- [People of Color](#)
- [People with Disabilities](#)
- [People Experiencing Poverty and Homelessness](#)
- [Rural, Native, and Tribal Libraries of All Kinds](#)
- [Bookmobile Communities](#)

Additionally, ODLOS offers opportunities for libraries and librarians to highlight and share their outreach ideas through the [Intersections Blog](#) and through the [Diversity and Outreach Fair](#) held annually at the ALA Conference.

# What does outreach look like?

- **Faculty Outreach**
- **Information Literacy Instruction**
- **Exhibits and Displays**
- **Student Programing**
- **Events**
- **Community Partnerships**
- **Web Presence**
- **Social Media**
- **Physical Spaces**

# **What does outreach for the Latinx community look like?**

- **Faculty Outreach**
- **Information Literacy Instruction**
- **Exhibits and Displays**
- **Student Programing**
- **Events**
- **Community Partnerships**
- **Web Presence**
- **Social Media**
- **Physical Spaces**

**Who is my audience?**

**What is my desired impact?**

**How will I assess my outreach?**

**How will I demonstrate its value?**

**How can I improve this for next time?**



# Every Month Is Black History Month

Richland Library uses programming and dialogue to engage the African-American community year-round

By Quincy Pugh | March 1, 2018



Members of an African drum and dance ensemble lead patrons in a performance routine as part of Richland Library's day-long Black History Month Fair on January 28, 2017.

Photo: Richland Library

Outreach is NOT  
a “one shot”

Link to American Libraries article: <https://americanlibrariesmagazine.org/2018/03/01/every-month-is-black-history-month/>



# University of Michigan Library

## Heritage Month Celebration

- Latinx in STEAM Wikipedia Edit-a-thon

## Additional Outreach Events

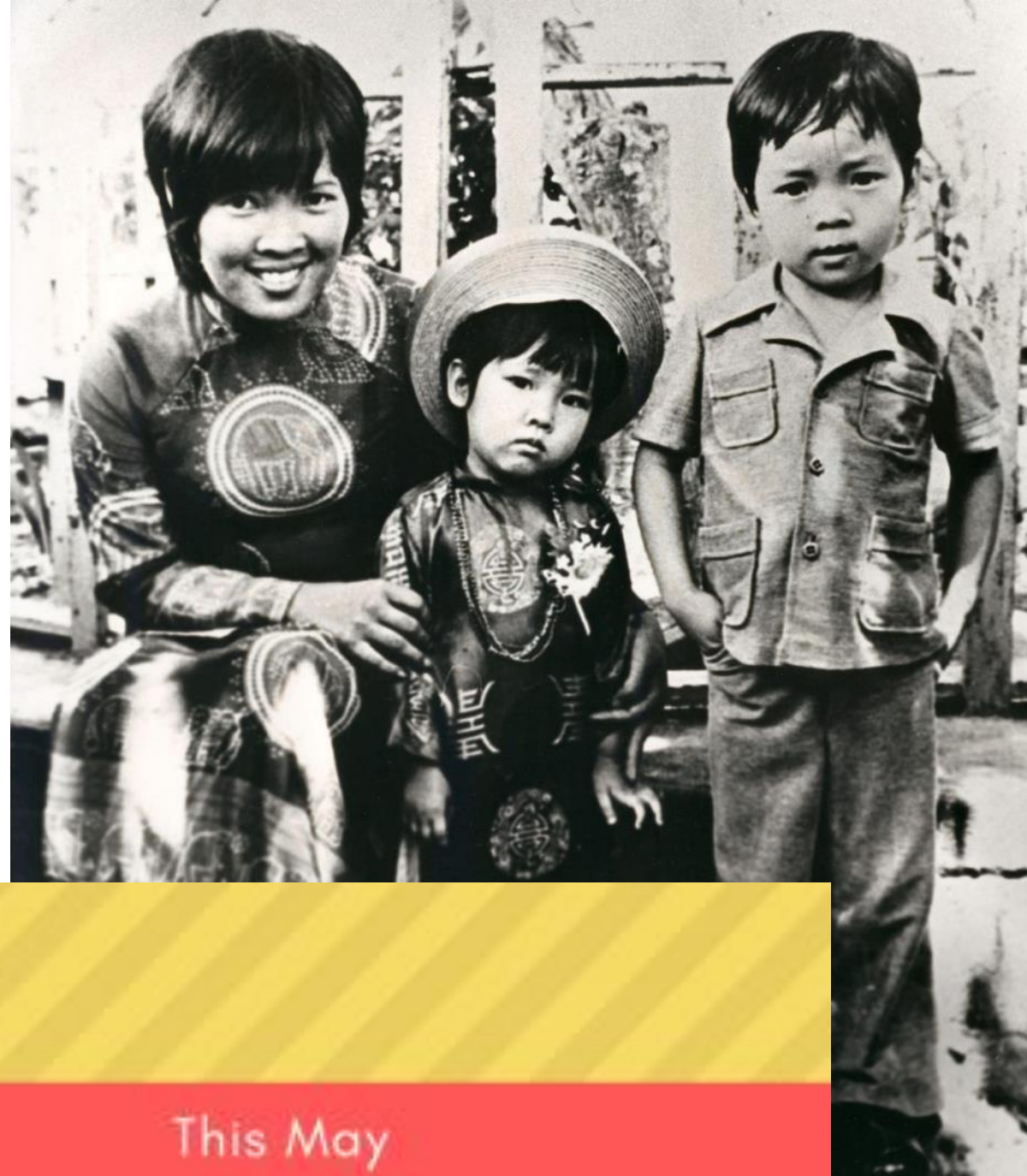
- Latinx Lunch Series
- Latinx Cartonera Workshop
- My Latinx Is...





# Breaking Library Silos for Social Justice

An ATX Librarian Social Club Project



## ARRIVAL:

An Immigration Story Slam  
with the  
South Asian American Digital  
Archive!

SATURDAY, AUGUST 3, 2-4 PM  
AUSTIN HISTORY CENTER  
810 GUADALUPE ST

A yellow and red graphic with diagonal stripes. On the left, a circular inset shows three people sitting at a table, looking at papers. Below it is a circular inset showing a black and white portrait of a young man. To the right, a red banner contains the text: "This May **AAPI Oral History Transcribe-a-thon!** Support your local Asian American Community Archives!". There are several red starburst shapes scattered around the graphic.

This May  
**AAPI Oral History  
Transcribe-a-thon!**  
Support your local Asian American  
Community Archives!

Link to Breaking Library Silos June News Letter:

<https://tinyletter.com/BreakingLibrarySilos/letters/july-2019-breaking-library-silos-collective-newsletter>

Link to Breaking Library Silos May News Letter:

<https://tinyletter.com/BreakingLibrarySilos/letters/may-2019-breaking-library-silos-for-social-justice-newsletter>



# Austin Public Library



## Loan To Own

### Préstamos Personales

Presented by the Financial Literacy Coalition of Central Texas. Held at The SEED Austin, 5409 Ponciana Dr, Portable J, Austin, TX 78744

10:30 AM to 11:30 AM  
Monday  
August 19, 2019

The SEED Austin  
5409 Ponciana Dr

Library programs and workshops reflect the creative endeavors and diverse interests of the Austin community.

Link to Loan to Own: <https://library.austintexas.gov/event/loan-own-551494>



## Talk Time

### Hablemos Inglés

Improve your English conversation. ¡Mejore su conversación en inglés!

Talk Time is a program for English conversation practice with other English language learners and English speaking volunteers. No registration is necessary. The program is open to any adult who speaks some English and wants an informal and safe place to practice with others.

*Participe en Talk Time: Hablemos Inglés, un programa gratis de La Biblioteca Pública de Austin, donde usted puede venir a conversar en inglés y así practicar y sentirse más seguro. No es necesario registrarse. Este programa se ofrece a cualquier adulto que hable algo de inglés y que quiera practicarlo con otros en un lugar informal y sin presiones.*

Link to Talk Time: <https://library.austintexas.gov/event/talk-time-547573>



# University of Houston

## UH Libraries News

### New Student Art Exhibit

The Architecture, Design & Art Library is pleased to present a new student art exhibit.

Emmanuel Oluwaseyi Bamtefa’s *Culture for the People* will be on display August through October.

Bamtefa is a visual artist from New York and of Yoruba descent. He has been an active artist since 2012 and is interested in portraiture and figure painting. Bamtefa is in his senior year at the University of Houston School of Art.

#### Artist Statement

“As an artist, I look to introduce life of a certain people that is not familiar to the western world. I want to introduce people to a major people’s way of life through imagery and abstraction using different mediums. In this exhibition, I will focus on abstraction of reality from today’s society coming from my upbringing with the things I learnt from my perspective to things that I felt was necessary to talk about.”

A reception will be held on August 9 at 12 noon, free and open to the public. The first 10 guests will receive a gift.


 Tweet  Share

Written by Esmeralda Fisher on August 01st, 2019 and filed under [Announcements](#), [Featured](#), [Student Success](#)

Link to New Student Art Exhibit News page: <https://libraries.uh.edu/about/news/new-student-art-exhibit/>



Emmanuel Oluwaseyi Bamtefa



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collections



Link to University of Houston Digital Library page: <https://digital.lib.uh.edu/>



# Social Media



**UC Berkeley Library** ✓ @UCBerkeleyLib · Apr 11

**#TBT**: This photo, from 50 years ago, shows activists in the Third World Liberation Front strike at @UCBerkeley.

The strike:

- ✓ Called for an inclusive education
- ✓ Is the subject of a new **Library** exhibit
- ✓ Changed how history is told across the country

[ucberk.li/TWLF-50](https://ucberk.li/TWLF-50)



**UC Berkeley Library** ✓ @UCBerkeleyLib · Jul 3

**#FacebookDown**? Instagram Stories not loading? 🙄

The @UCBerkeley Library is a \*reliable\* source of books & stories.

Read about:

- 👉 Photos of LGBTQ life ([ucberk.li/cathy-cade](https://ucberk.li/cathy-cade))
- 👉 A criminology pioneer ([ucberk.li/forensics](https://ucberk.li/forensics))
- 👉 Online dating tips ([ucberk.li/dating-data](https://ucberk.li/dating-data))



## **Challenges to outreach**

- **Limited staff**
- **Budget**
- **Institutional priorities**
- **Demonstrating value**
- **Time**
- **Training**
- **Resources**

# **Challenges to Outreach**

# Designing Programs

**Porcia Vaughn**

University of New Mexico Health Sciences Center

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“Cultural competence involves understanding and appropriately responding to the unique combination of cultural variables- including ability, age belief, ethnicity, experiences, gender identity, linguistics background, national origin, race, religion, sexual orientation and socioeconomic status- that the professional and client/patient/student bring to interactions.”

# Cultural Competence

American Speech-Language-Hearing Association (ASHA) Practice Portal on Cultural Competence

<https://leader.pubs.asha.org/doi/10.1044/leader.SCM.19112014.26>

# Demonstrate Competent Programming

Define goals & outcomes

- To better understand
- To increase awareness
- To move beyond a conversation

Demonstrating

- Staff knowledge
- Staff understanding
- Staff backgrounds
- Services methods
- Inclusion of the population

BASED ON TIP 59

# Improving Cultural Competence

## QUICK GUIDE FOR ADMINISTRATORS



# Principles

## **Assess biases**

- What do I think I think I know?

## **Assess organizational policies**

- What are the systems that are creating barriers to access?

## **Prioritize inclusion**

- Who's doing the most talking at the table?

## **Clearly target population**

- Does my programing reflect the voices and views I wish to impact?

## **Recognize individuality**

- Have I moved from a monolithic to polyolithic representation?

## **Continue to be engaged and educated**

- Have I done everything I can to learn about myself and views of the world?



## INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



### Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. (2008). "Transformative training: Designing programs for culture learning." In M. A. Moodian (Ed.), *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations* (pp. 95-110). Thousand Oaks, CA: Sage.)

*Evaluators are encouraged to assign a zero to any work, sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones 3                                  2		Benchmark 1
<b>Knowledge</b> <i>Cultural self- awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.
<b>Skills</b> <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions	Identifies components of other cultural perspectives but responds in all situations with own worldview	Views the experience of others but does so through own cultural worldview
<b>Skills</b> <i>Verbal and non-verbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
<b>Attitudes</b> <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to those questions which reflect multiple cultural perspectives	Asks deeper questions about other cultures and seeks out answers to those questions	Asks simple or surface questions about other cultures	States minimal interest in learning more about other cultures
<b>Attitudes</b> <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in her/his valuing interactions with culturally different others.	Expresses openness to most if not all interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

[HHS A-Z Index](#)Adolescent  
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Resources and Training

Adolescent Health Library



TPP and PAF Resources

Sustainability & Community  
MobilizationCreating Safe & Supportive  
EnvironmentsText Resize **A A A**

Print

Share



## Cultural Competence

**Topics on this page:** [Basic Cultural Competence Principles](#) | [Cultural Competence in Specific Settings](#)  
| [Social Determinants of Health](#)

Culturally competent programs maintain a set of attitudes, perspectives, behaviors, and policies – both individually and organizationally – that promote positive and effective interactions with diverse cultures. Practicing cultural competence to honor diversity means understanding the core needs of your target

<https://www.ncbi.nlm.nih.gov/books/NBK64076/>





## Clinicians & Providers

### Education & Training

[▶ Continuing Education](#)[▶ Curriculum Tools](#)[▶ Diabetes Planned Visit Notebook](#)[▶ Advancing Pharmacy Health Literacy Practices Through Quality Improvement](#)[▶ Chronic Care Model](#)[▶ CLABSI Tools](#)[▶ CUSP Toolkit](#)[▶ Shared Decision Making Toolkit](#)

# The SHARE Approach—Taking Steps Toward Cultural Competence: A Fact Sheet

## ALTERNATE FORMATS

 [PDF version](#) - 2.04 MB

## Workshop Curriculum: Tool 7

Cover Note: The SHARE Approach is a 1-day training program developed by the Agency for Healthcare Research and Quality (AHRQ) to help health care professionals work with patients to make the best possible health care decisions. It supports shared decisionmaking through the use of patient-centered outcomes research (PCOR).

## Cultural competence is essential for effective shared decisionmaking

Providers striving to deliver high-quality care to all patients understand that cultural factors influence patients' health beliefs, behaviors, and responses to medical issues. This fact sheet provides guidance for how to consider cultural differences as you build effective relationships with your patients during shared decisionmaking.

GEORGETOWN UNIVERSITY

National Center

for Cultural Competence

Georgetown University Center for Child & Human Development

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Community of Practice

Self-Assessments

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Guiding Principles

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Self-Assessments

There are numerous benefits to self-assessments. Such processes can lead to the development of a strategic organizational plan with clearly defined short-term and long-term goals, measurable objectives, identified fiscal and personnel resources, and enhanced consumer and community partnerships.

Self-assessments can also provide a vehicle to measure outcomes for personnel, organizations, population groups and the community at large.

The NCCC views self-assessments as an ongoing process, not a one-time occurrence. The process offers organizations and their personnel the opportunity to assess individual and collective progress over time.

Overview of Self-Assessment

> Rationale for Self-Assessment

> Guiding Principles of Self-Assessment

> Useful Steps for Planning and Implementing Self-Assessment

Online Self-Assessments

## Cultural Competence Self-assessment Checklist

Adapted from the [Greater Vancouver Island Multicultural Society](#) Cultural Competence Self-assessment Checklist. That checklist was created with funding from the Government of Canada and the Province of British Columbia.

This self-assessment tool is designed to explore individual cultural competence. Its purpose is to help you to consider your skills, knowledge, and awareness of yourself in your interactions with others. Its goal is to assist you to recognize what you can do to become more effective in working and living in a diverse environment.

The term ‘culture’ in culture (e.g. beliefs, characteristics in our Gay and Transgender people of various so ancestry. However, n gained from past rel help you in your futu

Read each entry in t appropriate column have checked that

column. Multiple the by 2, “Fairly Often/F more culturally com

This is simply a tool. strength and areas t competence.

Remember that cult over a life time. You

While you complete learning is a journey

Awareness		Never	Sometimes/ Occasionally	Fairly Often/ Pretty Well	Always/ very well
Value Diversity	I view human difference as positive and a cause for celebration				
Know myself	I have a clear sense of my own ethnic, cultural and racial identity				
Share my culture	I am aware that in order to learn more about others I need to understand and be prepared to share my own culture				
Be aware of areas of discomfort	I am aware of my discomfort when I encounter differences in race, colour, religion, sexual orientation, language, and ethnicity.				
Check my assumptions	I am aware of the assumptions that I hold about people of cultures different from my own.				
Challenge my stereotypes	I am aware of my stereotypes as they arise and have developed personal strategies for reducing the harm they cause.				
Reflect on how my culture informs my judgement	I am aware of how my cultural perspective influences my judgement about what are ‘appropriate’, ‘normal’, or ‘superior’ behaviours, values, and communication styles.				
Accept ambiguity	I accept that in cross cultural situations there can be uncertainty and that				

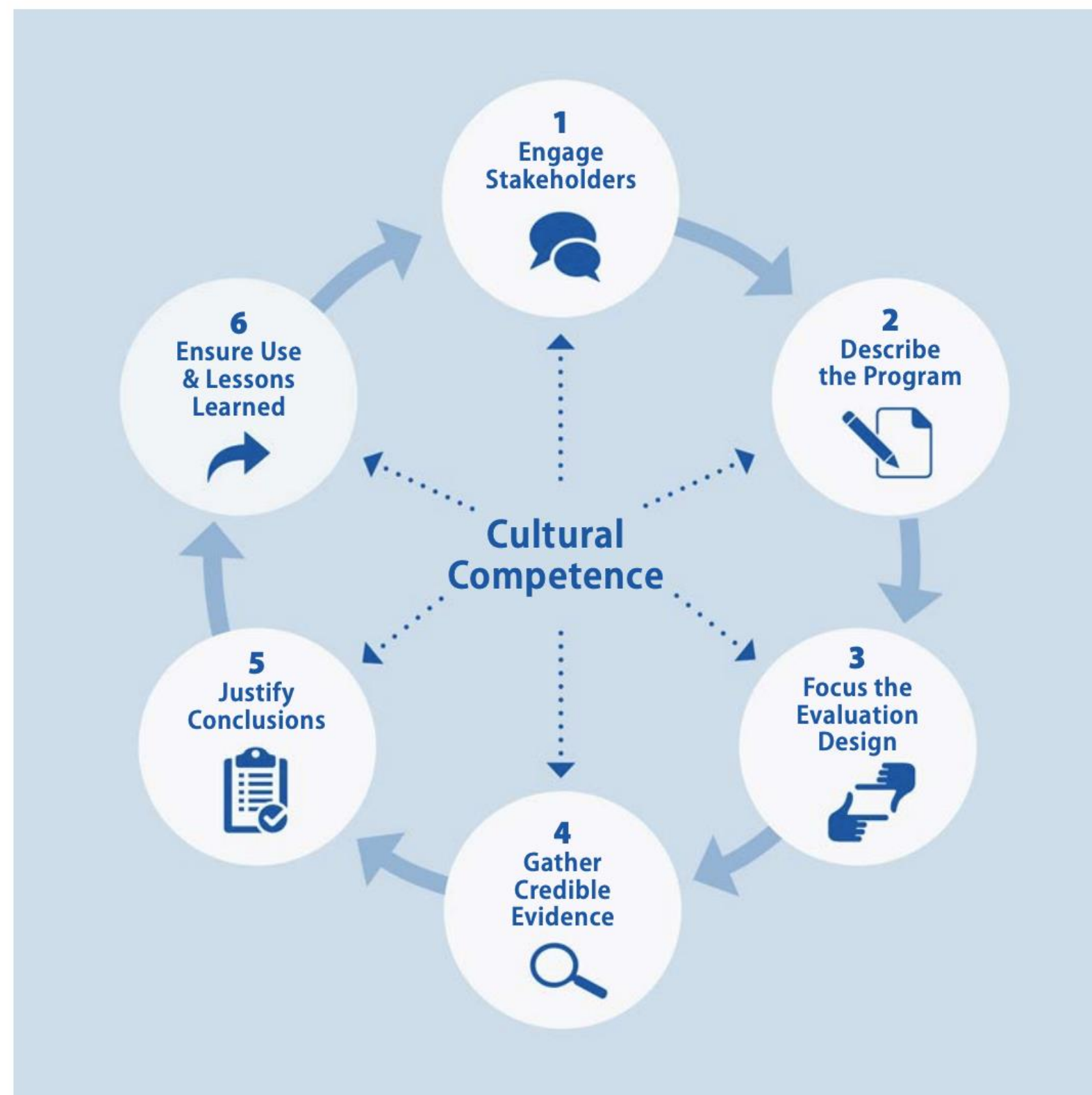
<https://nccc.georgetown.edu/assessments/>

<http://rapworkers.com/wp-content/uploads/2017/08/cultural-competence-selfassessment-checklist-1.pdf>





**Figure 1: CDC's Framework for Program Evaluation in Public Health<sup>2, 6</sup>**



As illustrated in the six steps of the evaluation framework, which are described in detail in this report, the use of a culturally competent evaluation approach will likely lead to better evaluations and greater use of the evaluation findings.

# Principles

## **Assess biases**

- What do I think I think I know?

## **Assess organizational policies**

- What are the systems that are creating barriers to access?

## **Prioritize inclusion**

- Who's doing the most talking at the table?

## **Clearly target population**

- Does my programing reflect the voices and views I wish to impact?

## **Recognize individuality**

- Have I moved from a monolithic to polyolithic representation?

## **Continue to be engaged and educated**

- Have I done everything I can to learn about myself and views of the world?

**Be mindful about your word choices**

**Virtual presence is just as  
important as physical space**

**Identify appropriate stakeholders  
and provide the space to lead**

**Takeaways**



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## References

Collins, Anastasia. ["Language, Power, and Oppression in the LIS Diversity Void"](#)

DiAngelo, Robin. [\*White Fragility: Why It's So Hard to Talk for White People to Talk about Racism\*](#)

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University of California Berkeley. [Link to UC Berkeley Library Twitter Page](#)

# Thank you!



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